



THE LEVEL OF ACADEMIC SELF-CONCEPT AMONG GIFTED STUDENTS WITH LOW ACADEMIC ACHIEVEMENT

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ABSTRACT

The aim of this study was to identify the level of academic self-concept among gifted students with low academic achievement in Jordan considering gender variables and the school stage. The study sample consisted of (110) students of gifted students with low academic achievement from schools of excellence consisted of 60 Male, and 50 Female students from high and middle schools during the first semester of the academic year 2017/2018.

To achieve the objectives of the study, the researchers developed a measure of the concept of the academic self, and verified the signs of sincerity and stability. The results showed that the level of academic self-concept among gifted students with low academic achievement was low and there were no statistically significant differences in the level of academic self-concept among gifted students with low academic achievement due to the gender variable and the school stage. The researchers recommend focusing on investigating the factors that can contribute to reducing the academic achievement of gifted students and the need to maintain a high level of academic self-concept among students of both sexes and from different levels of study.

KEYWORDS: academic self-concept, gifted students, low achievers.

INTRODUCTION:

The issue of gifted low achievers appears for the first time at Johns Hopkins University in the United States of America. The sense of gifted frustration and depression comes to the lack of attention to their mental and emotional characteristics lead to the low academic achievement in some or all of the subjects of some of the outstanding and talented students, despite their abilities and talents. This decline in academic achievement is demonstrated by the disparity and disparity between high student performance on tests of mental abilities (IQ) and low grades in subjects. (Abu Zaitoun, Banat, 2010)

The low academic achievement of these gifted and talented students may be due to the low motivation and motivation to pursue the study. They encounter these routines, methods and teaching methods that are inappropriate by neglect and lack of attention in the classroom and show the importance of the internal motivation of the gifted and talented that drives them to high achievement or vice versa. (Dudin, Jarwan 2012)

The teacher is one of the factors affecting the low academic achievement of these students; they may meet the questions of ridicule way and may qualify them with qualities that make other students laugh and make them feel embarrassed, which may lead them to negative behavior and neglect in the performance of duties and escape from school or leave it altogether and unwillingness completion of the study, and in this case, guidance and coaching for those outstanding and talented will tend to raise the level of self-confidence and abilities and self-concept before is too late to bring them back on track, to raise the level of academic achievement, work to build their personalities and knowledge of the imbalances and Re-balance and psychological stability (Gende, Mohammad 2014).

As mentioned before by "Whitenore", 1980 and Johnson 2014 spoken about several specialties, there are many characteristics that can appears on the gifted and talented students who are low achievers. I do stress the importance of following up and observing these indicators to help the outstanding and talented students of the low achievers in the case of ten (10) of characteristics appears, it must receive the guidance and proper attention and remind them to perform the duties of the poor. In addition to a narrow gap between its abilities and actual performance, and the performance of the student can be low in general academic achievement, compared to his extensive information.

The importance of addressing the behaviors of both teacher and colleagues in guiding and mentoring these outstanding and gifted students is evident as they play a clear role in influencing them and their reflection on their psychological, social and academic problems (AL-Jawaldeh, 2016). The concept of the public self (Sakiz, 2011), which emphasizes the ability of the individual to know their past and academic future, which is related to academic achievement, and the concept of academic self depends largely on the successful and unsuccessful experiences of the student in the years of his life.

The concept of the academic self depends on the degree of the student's recognition of their academic outstanding among their colleagues and their beliefs in their ability to accomplish academic tasks.

In searching for the reasons for the low academic concept of self, we find that it may be due to:

- Some of the parents over-reacting and establish some punishments methods leads to adverse results, which is the rule of supercilious punishment,
- Second, they expect from the students very high expectations of exposing students to higher-level experiences.
- Third area, teacher misconduct towards students, and
- The fourth area that leads to low academic self-concept is the low level of achievement CNN. (Jerry et al., 2014).

Hence the need for this study to reveal the relationship between low academic self-concept and low achievement. And provide recommendations that help to overcome talented students to the problem of low academic achievement in the light of work to help the talented student to reveal his abilities and increase motivation to education and raise the level of self-confidence and abilities.

And (Swesson, 1994) clear out that the gifted children with low academic achievement suffer from a low of self-esteem and personal credibility. And (Dauber & Benbow, 1995) The concept of self is divided into:

Academic and social self:

Gifted children are not only different in size, shape, and color but also in many other things: language abilities, knowledge, interests, learning styles, motivation, levels of ability, personality, self-concepts, mental health, habits, behavior, ethics, experience, as well as mental and physical characteristics, experience characteristics and other matters that any educator is interested in searching for. The most gifted children are also different in their educational needs (Tannenbaum, 1991 and Colangelo, 1997), self-esteem in most children's schools is influenced by the child's level of academic achievement. It follows logically - and generally - that the gifted have a higher self-esteem and confidence the higher the self, the more ordinary than their ordinary peers, and at least in academia, when - academic self-esteem is low, the self-esteem will be weak.

The study Problem:

The current study seeks to identify the level of academic self-concept among gifted students with low academic achievement.

Study Questions: The study attempted to answer the following questions:

Question 1: What is the level of academic self-concept among gifted students with low academic achievement?

Question 2: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) in the academic self-concept of gifted students with low academic achievement due to the gender variable and the school stage?

The importance of the theory:

The importance of the current study shows the urgent need to draw attention from

educators with gifted students who show signs of low academic achievement which may be related to the low academic self-concept, or lack of motivation or related factors related to the school environment or teachers.

The importance of the current research is shown by the results of the research. The research aims to draw the attention of educators to the importance of reconsidering the necessity of providing counseling and psychological services with a great role with the gifted students, which avoids reaching a stage of failure and leakage and low achievement. For low achievement and academic self-concept.

Definition of terms:

Gifted Students:

Students enrolled in the King Abdullah II School of Excellence in Irbid, Jordan for the academic year 2017/2018.

The concept of the academic self-concept:

the student's perception of his academic abilities and his respect for himself and his academic abilities. (Abu Zaitoun, Banat, 2010) and is measured in terms of the degree achieved by the talented on the scale of the academic self-concept.

Low Academic Achievement:

For the purposes of this study, the percentage of students in the subjects (Arabic Language, Science and Mathematics) is 80 degrees out of 100 degrees by reference to the academic records of the school.

LIMITATIONS AND LIMITS OF THE STUDY:

Sample:

This study was limited to students of gifted and low-achieving schools in the city of Irbid, Jordan during the first semester of the academic year 2017/2018.

Tools:

The results of this study are determined in the light of the sincerity of the response of the members of the study sample to their tools.

The possibility of generalization:

The results of the study are determined by the study tool used and their psychometric properties extracted and the methodology of the research followed. The accuracy of the response of the examinees to the study tool.

Previous relevant studies:

First:

A study by Ugur Dogan, "Student Engagement, Academic Self-efficacy, and Academic Motivation as Predictors of Academic Performance, published online: 17 Oct 2017" Students enter college with varying degrees of academic self-efficacy, which influences how they respond to effective teaching behaviors. Teacher confirmation is one behavior that has received increased attention because it is thought to indirectly enhance students' learning by reducing their receiver apprehension in the classroom. Findings from 208 college students supported the hypothesized indirect effects between teacher confirmation and students' perceived learning through reduced receiver apprehension, but conditional process analyses revealed these indirect effects were moderated by students' academic self-efficacy. These findings suggest the effectiveness of teacher confirmation behaviors varies among students, with those who lack academic self-efficacy deriving fewer of the intended educational benefits.

Second:

A study by Wilma Vialle, Patrick C. L Heaven and Joseph Ciarrochi, University of Wollongong, Australia, *The relationship between self-esteem and academic achievement in high ability students: Evidence from the Wollongong Youth Study*.

The relationship between self-esteem and academic achievement is one that is regarded by many educators as a well-established fact. This belief has been often invoked in order to argue against the provision of ability grouping for gifted students. Refuting that commonly-held belief, this research examined the relationship between self-esteem and academic achievement in 65 high-ability secondary students, a sample drawn from a longitudinal study of over 900 students. The research demonstrated that there were no differences in measured self-esteem between the gifted and non-gifted students. More contentiously, though, the research found no correlation between self-esteem and academic achievement for the gifted group.

Third:

The study (Why try? Factors that differentiate underachieving gifted students from high achieving gifted students; D. Betsy McCoach, Del Siegle; First Published April 1, 2003)

The underachievement of academically gifted students continues to frustrate parents, teachers, and counselors.

The present study investigates the relationship between student scores on the five sub-scales of the School Attitude Assessment Survey- Revised (SAAS-R) (McCoach, 2000) and the academic achievement of known groups of gifted achievers and underachievers. The purpose of this study was to examine whether gifted

achievers and gifted underachievers differ in their attitudes toward school, attitudes toward teachers, goal-valuation, motivation, and general academic self-perceptions. An additional goal of this study was to attempt to predict the students' group membership as either gifted achievers or gifted underachievers with at least 80% accuracy using logistic regression techniques. The sample contained 56 gifted underachievers and 122 gifted achievers from 28 high schools nationwide. The mean differences between gifted achievers, and gifted underachievers' attitudes toward teachers, attitudes toward school, goal valuation, and motivation/self-regulation were all statistically significant ($2 < .001$). The academic self-perceptions factor was not statistically significant ($p.01$). The effect sizes for these differences ranged from $d = .46$ (for the academic self-perceptions) to $d = 1.37$ (for the motivation/self-regulation factor). Using logistic regression analyses techniques we correctly classified 81.8 % of the sample as either gifted achievers or gifted underachievers with the goal valuation and motivation/self-regulation factors. This study represents an important step toward quantifying factors related to the underachievement of gifted adolescents.

Fourth:

A study by Amgad Hayageh, Fathia Shukri.: *The Effectiveness of a Group Counseling Program for Developing the Academic Self-Concept for Learning Disability Students*, published 2015

The purpose of this study was to develop a group counseling program to extend the academic self-concept of students with learning disability in cycle two in Sharqiya North Region in the Sultanate of Oman. Participants were 20 female students from grade five and six from Seih Al-Afia Basic Education School. All participants had learning disability; they were divided randomly into two equal groups: control and experimental. The experimental group was subjected to a group counseling program for developing the academic self-concept based on Person-centered counseling theory. The control group did not go through any treatment. The counseling program contained 16 counseling sessions, two sessions per week. Results of "Mann-Whitney Test (U)" showed that there are significant distinctions of academic self-concept among participants. Students in the experimental group had higher academic self-concept - in the posterior measure and in the follow up - than the control group. This demonstrated the efficacy of the group counseling program implemented in this study.

Fifth:

A study by Ugur Dogan: *Student Engagement, Academic Self-efficacy, and Academic Motivation as Predictors of Academic Performance*". The research described in this paper aimed to evaluate the extent to which academic performance is affected by student engagement (students' involvement in school activities and commitment to the school's mission and rules), academic self-efficacy (the students' sense of their own capabilities), and academic motivation (the students' desire to increase their academic performance). The results of the study, which was conducted with the participation of 578 middle and high school students, suggest that cognitive engagement, one of the sub-dimensions of school engagement, predicts academic performance; however, emotional and behavioral engagement does not predict academic performance. A sense of academic self-efficacy and academic motivation, however, do predict academic performance. Moreover, the sense of self-capability and related motivations of students, as well as the sense of the purpose for their learning are significant variables affecting their academic success.

Sixth:

A study by Sukkyung You, Sun Ah Lim, Unkyung No & Myley Dang, 26 Feb 2015, Published online: 07 Apr 2015 *Multidimensional aspects of parental involvement in Korean adolescents' schooling: a mediating role of general and domain-specific self-efficacy*

This study examined the relation of parental involvement with Korean adolescent academic achievement and self-efficacy, and the mediating role of academic self-efficacy in this relationship. We investigated the effects of parental involvement in both overall and domain-specific self-efficacy and academic achievement across three academic subjects (reading, English and mathematics). We conducted structural equation modelling analysis with the responses of 6,334 students from the Korean Education Longitudinal Survey. Our results were that first, academic self-efficacy partially mediated the relation between parental involvement and academic achievement. Specifically, domain-specific self-efficacy mediated the relations between parental involvement and academic achievement across three academic subjects (reading, English and mathematics), but these relations varied across subjects. Second, among multidimensions of parental involvement, parental participation and parental supervision had significant effects on adolescent academic achievement compared to parental expectation. This indicates that higher parental participation and parental supervision increased academic self-efficacy in Korean youth, which in turn, improved their academic achievement.

Seventh:

A study by Ru-De Liu, Rui Zhen, Yi Ding, Ying Liu, Jia Wang, Ronghuan Jiang & show all Published online: 31 Jul 2017: *Teacher support and math engagement: roles of academic self-efficacy and positive emotions*

The current study assessed 869 elementary school students in China using self-

report questionnaires, to examine the multiple mediating effects of academic self-efficacy and positive academic emotions (enjoyment and relief) in the relations between teacher support and academic engagement (cognitive, behavioral and emotional aspects) within a math class. The results indicated that teacher support exerted a direct and significant impact on the three aspects of math engagement. Both academic self-efficacy and enjoyment mediated the relations between teacher support and the three aspects of math engagement, whereas relief did not mediate such relations. Moreover, teacher support affected math engagement through multiple paths from academic self-efficacy to both enjoyment and relief. Relief displayed a smaller effect on the three aspects of math engagement than enjoyment did. However, we did not find substantial difference in the underlying mechanisms of different aspects of engagement. Limitations and educational implications were also discussed.

Eight:

A study by Kathryn Bartimote-Aufflick, Adam Bridgeman, Richard Walker, Manjula Sharma & Lorraine Smith *Published online: 03 Feb 2015 Teacher support academic self-efficacy enjoyment relief math engagement The study, evaluation, and improvement of university student self-efficacy*

In this review of 64 articles published since the year 2000, a strong association between self-efficacy and student learning outcomes was apparent. Self-efficacy is also related to other factors such as value, self-regulation and metacognition, locus of control, intrinsic motivation, and strategy learning use. The review revealed that university student self-efficacy is higher under certain conditions than others, and that it can be improved. Examples of teaching strategies that may be used to improve self-efficacy are outlined. In screening articles for inclusion in the review, several conflicting definitions of self-efficacy arose. Clarification on the meaning and scope of the self-efficacy term is provided. The interpretation of the results of some studies reviewed was limited by design or analysis issues. Suggestions for addressing these issues in future research and evaluation work is given.

Ninth:

A study by Shiri Ben-Naim, Roni Laslo-Roth, Michal Einav, Hadar Brian & Malka Margalit *Published online: 23 Dec 2016, Academic self-efficacy, sense of coherence, hope and tiredness among college students with learning disabilities*

Some resilient students with LD succeed 'against the odds' and reach college. The goals of the study are to explore their resources and barriers during their studies. The relationships between academic self-efficacy (ASE) and personal resources (sense of coherence (SOC) and hope) among college students with learning disabilities (LD) will be examined. The sample consisted of 438 college students divided into two subgroups: 149 students with LD and 289 Non-LD students. Results indicated that college students with LD reported lower levels of ASE, as well as lower levels of hope subscales and SOC. Persistent challenges of early learning distress experienced by those students during school periods continue to be prevalent during their college years. The ASE was predicted by the personal resources, and the risk factor (tiredness lost its significance). The importance of personal resources (SOC and hope subscales) was further emphasized by the mediation model (PROCESS). They mediated the relationships between LD and ASE. These outcomes call for empowering interventional programmers to promote hopeful thinking and personal coherence.

Tenth:

Building Self-Esteem of Female Youth in Group Counseling: A Review of Literature and Practice Maura L. Rouse; August 2010.

Self-esteem profoundly affects people's everyday lives, yet it is a concept that is not easily defined. Researchers use different terms and have devised several definitions in attempts to capture the meaning of the construct. Maslow included self-esteem, defined by self-acceptance and self-value, in his hierarchy of needs (Vernon, 2009). Kenny and McEachern (2009) define self-concept as "the way children think about themselves in relation to their attributes and abilities" (p. 207). Self-worth, as defined by Harter (1999), is "the overall assessment of one's value as an individual" (p. 5). Regardless of the verbiage used to define the concept, it is clearly understood that a child's level of self-esteem has great implications for her current and future development. For children suffering from low self-esteem, it is imperative that they seek help to improve the way they think about themselves in order to give them confidence for their future. The most effective approaches to helping this age group are those that provide an expressive and supportive environment in which the children feel safe to self-disclose and try new things (Shechtman, 2007)

METHOD AND PROCEDURES:

Study Methodology:

The researchers used the analytical descriptive approach which is the most suitable for this type of study.

The study population:

The current study population consists of all the ordinary students who are in the middle class (8th and 9th grade) and High School class (10th and 11th grade) in special gifted school in city of Irbid district. The number of the students were (144) from the middle class and (86) from the high school class for the academic

year 2017/2018

The study sample: consisted of (110) students and students divided into the variables of the study, namely the class of ordinary students, gifted, gender (male, female) and the school stage (intermediate, secondary). The simple randomized method was used to select the sample. Table (1) shows the distribution of the sample of the study according to the variable of the class of students, gender and age.

Table 1: Distribution of Study Sample Members by Variant (Student, Gender, and School Stage)

Gender	Variable		Totals
	Male	60	
	Female	50	
School Class	Intermediate	50	110
	Secondary	60	

Study Tools:

Scale of academic self-concept: The measure of academic self-concept was built by reference to the study of (Gnide & Muhammad, 2014, Dodin & Jarwan, 2012) and the study of the (Makhlafi, 2010). The scale shall be of (22) paragraphs

Validation of Scale:

The tool was presented to ten arbitrators who are specialized in special education, to determine the measurement of each paragraph of the scale, in addition to determining the appropriateness of the wording of the paragraphs and taking their observations into account in the development of the scale of deleting, modifying and adding paragraphs to the scale. The criterion (80%) was adopted as a ratio of agreement between the arbitrators on one paragraph, and the necessary preparation was made.

Stability of the Scale:

To verify the stability of the scale, the researchers calculated the stability coefficient of the measurements using two methods:

1. The method of semi-stability, where the researchers applied the scale to (30) students from outside the sample of the study, was calculated the coefficient of stability of half, and reached (0.77).
2. The method of internal consistency using the equation of Kronbach Alpha, where the stability coefficient of the total score (0.90).

Correcting metrics:

Correction of scale:

The four-step study adopted the Likert hierarchy (always, mostly, often, and rarely). The scale was corrected by giving the previous grading figures (4, 3, 2, 1) in the case of positive paragraphs, and reversing weights in the case of negative paragraphs.

To facilitate the judging of the vertebrae, the following correction was adopted: $(4-1)/3 = 1$ (1-2 Low, 2.1-3, Medium, 3.1-4 High.)

Study Procedures:

The two researchers reviewed the theoretical frameworks related to the academic self-concept and the low achievement of the gifted students by referring to the summary of studies related to these variables. The measure of self-academic concept was developed from theoretical frameworks and previous studies, achieving an acceptable degree of honesty and consistency of the scale. The approval of the Ministry of Education and the King Abdullah II Schools of Excellence for the application of the study were taken. The objectives and objectives of the study were then explained to teachers working in schools. The data collection, verification, and statistical processing were carried out using the statistical package (SPSS) in order to answer the study questions. And to arrive at the results of the study and rephrase. Several recommendations were made in the light of the results achieved.

Statistical processing:

- In order to answer the first two questions, the mean and standard deviations were used
- In order to answer the second question, the binary variance analysis was used

Study variables:

low academic achievement indicators

The academic self-concept

Sex / Male, Females

School (intermediate, secondary)

RESULTS AND DISCUSSION:

Results and discussion of the first question: What is the level of academic self-concept among gifted students with low academic achievement?. To answer this question, the mathematical averages and standard deviations were calculated for the level of academic self-concept among gifted students with low academic achievement. Table (2) shows this.

Table 2: The arithmetical averages and standard deviations of the academic self-concept scales Gifted students with low academic achievement are ranked descending by arithmetical averages

No	Rank	Descriptions	Arithmetic Mean	Standard Deviation	Ranks
16	1	I have ability to excel among my classmate	2.09	1.4	Medium
4	2	I have ability to complete my homework's	2.06	.62	Medium
20	3	I have ability to get high marks in most of my subjects	2.04	.83	Medium
18	4	I enjoy learning my field	2.0	.7	Low
21	5	I have difficulties understanding the subjects	1.99	1.15	Low
14	6	I feel worry and afraid from the exams	1.97	.62	Low
9	7	My teachers help me overcome those difficulties	1.95	.62	Low
10	8	I feel jealousy form others who excel	1.93	.7	Low
17	9	I participate in Scientifics projects in the schools and outside the school	1.89	.7	Low
12	10	I like more questions by the teacher during the class	1.86	.88	Low
15	11	I depend on myself in all activities	1.83	.74	Low
1	12	I participate with my classmate in the solution	1.79	.73	Low
3	13	I like the discussion with my classmate	1.77	.74	Low
7	14	I always think about my future careers	1.69	.73	Low
11	15	I forget what I learned fast	1.66	.71	Low
22	16	I seek help from my teachers in solving the difficult math problems	1.65	.77	Low
6	17	I copy my homework from others without any effort to solve it	1.6	.77	Low
2	18	I feel, I have a short memory	1.58	1.01	Low
13	19	I am satisfied with my way of study	1.5	1.09	Low
5	20	I sat always at front seats	1.47	.88	Low
19	21	My classmate admires my talents and smartness	1.4	.73	Low
8	22	I see myself among the week students in the class	1.33	.96	Low
		Total Grade to the self-concept	1.79	.89	Low

Table (2) shows that the level of academic self-concept among gifted students with low academic achievement was low. The average of the total arithmetic mean was (1.79) with a standard deviation (0.89). The mathematical averages of the academic self- " I have ability to excel among my classmate." In the first place, with an average of 2.09 and a low rating, while paragraph (8) reads: "I see myself from Among the weak students in the class "at the last rank with an average of (1.33) and a low level.

The researchers explain this result that the concept of academic self is a vital concept for the performance of students in the process of academic achievement within the school environment, which is an important part of the general self-esteem and is linked to the academic aspect, the academic life of the talented student and academic self-concept is important in the progress of the school and therefore the feeling of students. The lack of academic self-concept has a significant impact on their academic achievement, which gives a strong indication of the possibility of a decrease in their achievement and thus the withdrawal of these students from the gifted program due to the low achievement of 80% degree,

especially that the Ministry of Education in Jordan. The continuation of the student in the gifted program depends on the survival rate of the academic degree above 80%. This result was agreed with the study of (Kirsi Terri & Petri Nokelainen ,2011) which said That the more gifted students have low levels of self-esteem, the lower their motivation for achievement and perseverance is reduced and thus affect their academic achievement, which makes these students need guidance programs (Yoojung Chae & Marcia Gentry, 2011).

Question 2:

Are there any statistically significant differences at the level of significance ($\alpha = 0.05$) in the academic self-concept among gifted students with low academic achievement due to the gender variable and the school stage?

To answer this question, the arithmetical averages and the standard deviations of the level of academic self-concept among gifted students with low academic achievement were extracted according to the sex variables and the school stage. Table (3) shows this.

Table 3: The arithmetic averages and the standard deviations of the mean level of the level of the academic self-concept among gifted have a low academic achievement depending on gender and school stage

Variable	Class	Male			Female		
		Arithmetic Mean	Standard Deviation	Number	Arithmetic Mean	Standard Deviation	Number
Level of academic self-concept	intermediate	3.7	.26327	37	3.66	.24930	13
	secondary	3.68	.28946	23	3.67	.20633	37
	Total	3.69	.2713	60	3.68	.2274	50

Table 3 shows that there are apparent differences between the arithmetic mean of the academic self-concept of all males and females in the sex variable, between middle and high school students in the variable of the school stage, and to show the statistical differences between the statistical averages of sex variables and the school stage, and tables (4) illustrate this.

Table 4: Analysis of the binary variance of the impact of sex, and the school stage on the overall degree of the level of academic self-concept as a whole

Source of Variance	Total Squares	Freedom	Average Squares	T-Value	Statistical significant
Sex	.007	1	.007	.123	.726
School Stage	.002	1	.002	.027	.869
Sex *Stage	.055	1	.055	.912	.341
The Error	12.819	108	.06		
Total	2968.682	110			

The results of Table (4) show that there are no statistically significant differences ($\alpha = 0.05$) in the level of academic self-concept among gifted and low achievers due to the impact of sex and the school stage.

The gender-related outcome indicates that gifted students with low academic achievement of different sex have similar levels of academic self-concept. This result can be traced to the nature of the educational system in the schools of excellence. The educational system is based on mixing males and females in schools. Therefore, what is followed with the students is educational and educational methods through which information and knowledge are presented in different ways Is almost equal for all students of all sex. All male and female students are subject to an integrated educational process in terms of teaching methods, skills and experiences, and the same attention by teachers and those who carry out the educational process in terms of their cognitive development, (Demi have Vialle, Heaven, & iarrochi 2005).

Regarding the variable of the school stage, the researchers attribute this finding to the fact that gifted students with low academic attainments (intermediate & secondary) have similar levels of academic self-concept due to the similarity of the

goals that the students seek and the opportunities they share. Variables such as educational stage, environment, clarity of purpose, future opportunities and other variables that will make the level of need of knowledge among the students of these grades convergent.

In light of the results of the previous studies on this subject, the researchers found that the current results differed with the results of the study "Genidi & Mohammed 2014" which showed differences in the level of academic self-concept attributed to the academic stages. Females in the secondary stage compared to female students in the intermediate stage.

RECOMMENDATIONS:

In light of the results of the study, the researchers recommend the following:

1. The results of this study showed that there is a low level of academic self-concept among gifted students with low academic achievement. Therefore, the researchers recommend that more attention should be given to these students to provide the best educational methods that will maintain the high level of academic self-concept.
2. Provide feedback focused on realistic assessment of student skills and self-evaluation. Accordingly, activities should be directed to highlight the achievement of their academic achievement.
3. To investigate factors that can contribute to reducing the academic achievement of gifted students and the need to maintain this high level of academic self-concept among students of both sexes and at different levels of study
4. Activation of academic guidance and psychological counseling programs in general to help these students to increase their motivation and address the problem of low academic self-concept by exposing them to the experiences of success

Statistical Data Analysis and Review:

Anwar Maharmeh, PE., Terracon University Sterling VA

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